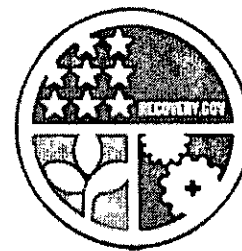




# Race to the Top

## Technical Review Form - Tier 1

### New Mexico Application #4680NM-1



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>45</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	10
<p><b>(A)(1) Reviewer Comments:</b></p> <p>In 2003, New Mexico passed the Public School Reform legislation, with goals of attracting and retaining quality teachers and principals, holding students, teachers, schools, districts and the state accountable, providing a culturally diverse curriculum with high expectations for all students, and providing better support for students, teachers, families and schools. In the intervening years, the state has established standards, a 3-tier licensure program for teachers, an enhanced data reporting system and an online network for K-20 courses across the state. The application does a good job of highlighting where New Mexico's focus matches the critical Priorities of RTTT. Their theory of action is that to enable the success of each student, it will take the combined efforts of the student, family, teachers and principals, the districts and schools, the community, and the State. They believe that when families and communities are deeply engaged, when teachers and principals are well-prepared, and when the state is supportive, then students are more likely to be successful. To this end, they plan to address two fundamental challenges with the RTTT grant: 1) to change the current education chain, reprioritizing parents and the community, especially in low-achieving schools and with New Mexico's indigenous population, to get deeper involvement of the community, giving them positions of greater responsibility and trust and making schools more relevant to the economic and social life of the community and 2) to expand the ways middle and high school students engage in their schooling experience and offer them more control over their own educational and career pathways. Both of these goals are infused throughout the application. The state has efforts underway to address needs in each of the four assurances and the plan is balanced. The state has 69 LEAs signed on, which represents 68% of the state's LEAs. It is a unique state in that there is one, very large urban LEA (Albuquerque with 90,000 students), and a few medium-sized districts, and many very small and rural LEAs. So, 68% of LEAs accounts for 89% of the students, which is sizable high number. However, there is no union signature for Albuquerque, which could pose a problem for implementation. Because the state is so large, with most of its districts far flung, translating LEA participation into statewide impact could be a challenge. That said, they have the participation of the LEAs representing 89% of the students and 88% of the students in poverty, so if the reforms resonate, they should be able to make an impact, given the size of the LEA participation.</p>		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>18</b>
(i) Ensuring the capacity to implement	20	12
(ii) Using broad stakeholder support	10	6
<p><b>(A)(2) Reviewer Comments:</b></p>		

Under Governor Richardson, NM has had strong leadership for education reform, elevating the NM Public Education Department (NMPED) to a cabinet level and increasing statewide funding to support education reforms. NMPED has partnerships with the states 22 tribes and is the only state that has implemented a comprehensive Indian Education Act, recognizing the specific needs of Native American students. The Governor will implement a statewide Leadership Council to oversee implementation of the grant. They'll use the NM Office of Recovery and Reinvestment to ensure that the RTTT funds are expended efficiently and effectively. The Office of Education Accountability will conduct independent reviews and an evaluation about RTTT implementation and impact. They will also contract with a project management firm to design and implement the operations and processes for implementing the grant. They will strengthen the government-to-government processes with the 22 tribes and include them in all committees and task forces created by the grant, and also strengthen the connections to NM's STEM resources and organizations. Though there are a lot of different players mentioned, in terms of leadership and inclusion, what seems missing is new capacity to deal with New Mexico's challenge of improving schools in small, far flung, rural districts. Among the charges of this RTTT Leadership Council is reviewing how the state is spending its other Federal, state and local educational funds and providing recommendations on how those funds can be coordinated to align with New Mexico's RTTT's goals, and working with the Governor, the Legislature and other key policy-makers to ensure that New Mexico continues to use its fiscal, political, and human capital resources to support the reforms funded under the RTTT grant which have proven successful. They don't mention any specific plans for repurposing other funds nor do they describe any ways they will use the resources of New Mexico to continue supporting successful RTTT efforts. The RTTT plan was developed through the effort of diverse workgroups consisting of the Governor's office, state agencies, the legislature, superintendents, unions, school boards, business and industry, higher education and charter schools. They have 45 letters of support, some boilerplate, but many others that are passionate and interested in helping out. While the executive director of the NEA-NM wrote in support of the plan, the letter from the Albuquerque Teachers Federation President was decidedly not supportive. This leader represents 1/3 of the teachers in the participating LEAs (7,000 teachers of 21,500 teachers) and this opinion is a real barrier to implementation.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>6</b>
(i) Making progress in each reform area	5	1
(ii) Improving student outcomes	25	5
<b>(A)(3) Reviewer Comments:</b> The application seems to have missed answering the question A3i, and instead only answered A3ii. The only reform area that they refer to while discussing their student outcomes was the effect that standards have had in improving test scores, and that programs like Reading First were very helpful. Even though NAEP scores in NM are consistently 10 plus points below the national average, test scores have gone up for 4th grade reading and math, and 8th grade math. They were flat to declining for 8th grade reading. Some programs in the early years including Reading First and full day kindergarden show promise toward improving scores in the early grades. Unfortunately, the achievement gap is significant (i.e. in 4th grade math, there is a 24 point gap between whites and Hispanics, a 27 point gap between white and African American children, and a 31 point gap between white and Native American children. These gaps are mirrored in 4th grade reading and in both subjects in 8th grade.) While in some cases it is narrowing, in most cases it is steadily increasing. The certified 2008 cohort graduation is 60.3% compared with the national average of 70%. Hispanic students have a graduation of 56% and Native American students have a rate of 50%. The state has some serious challenges ahead to improve student outcomes across the board.		
<b>Total</b>	<b>125</b>	<b>69</b>

**B. Standards and Assessments**

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>40</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p><b>(B)(1) Reviewer Comments:</b>            New Mexico has signed an MOU with the Council of Chief State School Officers and the National Governors Association to work towards adopting a common set of core standards. They include a copy of the MOU and the press release naming the 48 states that have signed on. The state has committed to adopting the standards by August 2, 2010. They list the process of adoption and the State's Administrative Code requirements that involve a 30-day posting period for public comment and a public hearing. They have held webinars with instructional leaders across the state to introduce and build awareness about the draft Standards and to encourage comments in advance. General consensus is that the proposed standards are similar to the current NM standards. They plan a web-based monitoring tool to monitor the implementation and success of district and school use of the Common Core Standards. They plan professional development through a statewide distance education network and the state's Instructional Directors network and other interested education partners (boards, associations, charter school coalition.) With the efforts already underway to inform and solicit comments in advance, as well as the strategy outlined for training people, the state has a ready plan for rolling out the new standards once they have been finalized.</p>		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<p><b>(B)(2) Reviewer Comments:</b>            New Mexico is pursuing 4 strategies to implement high quality assessments 1) They are participating with the Achieve Consortium states to develop and implement high quality assessments that are aligned with common core standards. They have signed an MOU, which they include, and which lists the 27 other states signed on. 2) They are creating an assessment tool for formative assessments 3) They have joined the SMARTER consortium to develop computer based adaptive assessments 4) They are creating a team of experts from industry and education to align the common core math standards to a STEM assessment tool. While they have a wide array of efforts underway that could pose some competing demands on teachers and students, they do seem to be complementary. They have signed on and give proof that at least one of these is among a majority of other states.</p>		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>15</b>
<p><b>(B)(3) Reviewer Comments:</b>            The application notes that New Mexico was ranked 2nd in the January 2010 Quality Counts publication for states with the most comprehensive alignment of initiatives. The state currently connects K-12 with early learning, higher education and the world of work. To get to this alignment, the state has worked over the past 2 years with the Career and College Readiness Policy Institute and the American Diploma Project, both of which link to the Common Core Standards effort. They feel they have solid policies in place and are ready to transition to rigorous standards and assessments. Their plan to transition to new standards and assessments: To reach youth, they plan on using Intelligent Gaming, Mobile Access Interface (for immediate access to student records) and a Resource Portal (with an emphasis on STEM) To reach teachers, principals, administrators and parents, they'll use marketing, focus groups, web-based tools, the Principal Support Network and make use of students as trainers in a peer-to-peer model, as they are often very technologically literate. In tandem with unrolling the standards, the state will enable students to customize their education chain by obtaining course credit after demonstrating proficiency by successfully completing a standardized end of course test rather than be restricted by seat time requirements. This seems like a very streamlined and innovative</p>		

approach to reaching everyone. Because so many districts and schools are in hard to reach areas, and because there is a real need to jump start student achievement, this approach might be a little too hands off for the most needy schools and districts. More targeted, one on one or small group training and support might benefit the high needs areas.

Total	70	65
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### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>6</b>
<p>(C)(1) Reviewer Comments:</p> <p>1. Unique student ID number – no 2. Student demographic, enrollment and program participation information – no 3. Student transition information P-16 – no 4. Capacity to communication to higher ed data systems --no 5. Audit system to ensure data quality – no 6. Yearly test records for assessment required under the ESEA – yes 7. Information on students not tested by grade and subject – yes 8. Teacher identifier to match teachers to students – yes 9. Student level transcripts containing courses and grades – no 10. Student scores on college readiness tests – no 11. Transition data from secondary to higher ed – no 12. Data on the alignment and adequacy of student preparation for post secondary education – no Total=4 complete, 8 incomplete</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
<p>(C)(2) Reviewer Comments:</p> <p>New Mexico has applied for a State Longitudinal Data System grant in December 2009. With this grant they plan, among other things, to incorporate P-20 longitudinal data across agencies, provide tailored reports for end users (policy makers, teachers, parents etc.), and offer centralized student information to support small districts and charter schools. They have worked with a consortium of other states to narrow down the kinds of data they'll need to provide answers to the most challenging questions and to offer the data and reports to diverse users. They have a solid plan for gathering, uploading and providing timely access to data.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>12</b>
<p>(C)(3) Reviewer Comments:</p> <p>Their plan to help educators and administrators adopt and use instructional improvement systems involves: 1) strengthening the way data is reported to educators, using both the Principal Support Network and a robust data dashboard; 2) providing an automatic early warning system and specific interventions for students at-risk for academic failure or drop out; 3) link teacher and principal evaluations to student performance and alerts for targeted professional development The streamlined display of data for teachers and principals, combined with easy ways to track and intervene with students at risk of dropping out and targeted professional development linked to student performance are solid plans to get people using instructional improvement systems. They plan to develop a Technical Training and Certification program for professional staff (teachers, principals, state agencies, researchers and legislators) to train them in systems maintenance, data use and report writing. They will offer these easy to advanced modules on line so that anyone can learn how to access and use the data. They also plan to work with researchers at state agencies and universities to develop a systematic research agenda based on the data collected. The online training will be helpful, though it's possible some LEAs will need more personal training to take the plunge into using data to guide their decisions. Turning to researchers to learn how to ask the questions that get you answers to complex problems is a very solid way to make the most of the rich data being collected. It's not clear how much access researchers will have to specific kinds of data (i.e. student identifiers, links between student achievement and teachers.) However, a state driven research agenda is potentially limiting, and it's not clear how much leeway researchers will have to conduct their own studies with this new data. This</p>		

kind of data, where it now exists in other states, is closely guarded. Some kind of policy for research access to sensitive data will be important to provide real access to researchers.

<b>Total</b>	<b>47</b>	<b>23</b>
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## D. Great Teachers and Leaders

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>13</b>
<p><b>(D)(1) Reviewer Comments:</b>            New Mexico has legal, statutory and regulatory provisions that allow and encourage alternative routes to certification for teachers and principals. They include a copy of the state code and descriptions of the alternative programs offered at universities and colleges, and independent options, including online portfolios, a Transition to Teacher Program and district-based programs. All of these alternative routes to certification for teachers and principals are in use. Last year, the state issued 302 alternative teacher licenses to candidates who had BAs or MAs plus additional semester hours in the field they plan to teach in. 68 licenses were issued to teachers who used the on-line option. The Professional Teacher/Administrator Education program issued between 10-15 licenses. There are 23,000 teachers in the state, and over 800 principals, so these alternative options are currently producing only a very small fraction of the teachers and administrators in the state. The state produces an annual report on Licensure Discrepancy that includes teacher assignments and licensure by school and by district, allowing the state to identify shortages by subject and level. The state also has a tracking system for teacher and administrator candidates that attend NM preparation programs. The application states that this report requires the NM Public Education Department and preparation programs to develop plans for increasing student achievement and the number of teachers trained in core academic areas including STEM but doesn't explain how they will fill these shortages.</p>		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>22</b>
(i) Measuring student growth	5	2
(ii) Developing evaluation systems	15	7
(iii) Conducting annual evaluations	10	3
(iv) Using evaluations to inform key decisions	28	10
<p><b>(D)(2) Reviewer Comments:</b>            New Mexico has an accountability system that includes unique identifiers for each student, teacher and principal as well as student assessment data from the state's math, reading and science assessments. They don't say whether this system is used to measure the change in achievement for an individual student over time. They plan to put together a task force of teachers, principals, district and state leaders, PTAs, charter schools, universities among others to develop multiple measures of assessment, including student growth and to determine how these measures can be used to improve evaluation and compensation, professional development and pre-service training. There is not much more mentioned about the shape or details of this plan. Since 2003, the Three Tiered Teacher Licensure System has required annual evaluations for all teachers. It is not mentioned whether principals are to receive annual evaluations as well. The Three-Tiered Licensure System replaced tenure, and requires beginning teachers to successfully pass a year of mentoring and includes annual evaluations for all teachers and to submit a professional dossier to independent reviewers in order to advance from one level to the next. The upcoming evaluation system will be considered as a way to improve this evaluation system, as well as the principal evaluation system. The same task force preparing the evaluation will also consider how the enhanced measures can strengthen recruitment and retention, preparation programs, mentoring, professional development, and identify highly</p>		

effective teachers and principals. There is not much detail about what these measures might lead them to do or how they might inform key decisions.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>9</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	7
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2

**(D)(3) Reviewer Comments:**

New Mexico has a data system that tracks the number of highly-qualified teachers by school and district, showing which subjects have teachers who are not appropriately licensed. These reports are distributed to the districts. The plan for ensuring equitable distribution of effective teachers and principals is to charge the Teacher and Principal Effectiveness Task Force with: 1) developing a School Level Teacher Quality Index that will include information on academic background, the percentage with emergency credentials, the ratio of Level 1,2,3 teachers, and measures of teacher effectiveness, 2) developing a School Principal Performance Matrix that would include academic background, indicators showing if the principal exceeded, met or did worse on student achievement measures of comparable schools in the district or state, annual turnover and absentee rate of teachers in the school, 3) developing specifications for an interactive web-based reporting system to provide easy access to school, district and state-level analysis of data to examine teacher *distribution and* principal assignment within schools, across schools and district. The state will also use data from the Licensure Discrepancy Report. These indices and web tools sound like a great way to synthesize important data for decision makers. They will know the extent of the problem, and that's a good place to start. Their strategy for getting teachers and principals into low performing schools in urban and rural districts is through creating a new program of establishing the Exemplary Teacher and Principal Cadres that will recruit, support and compensate the state's highest performing teachers and principals to work in high needs districts and schools, making it a prestigious assignment and creating a pool who are ready to be deployed to the places where they are needed most. This is the only strategy they mention for dealing with inequitable distribution in high poverty or high minority districts. Without knowing the numbers of teachers and principals needed, though assuming the need is not trifling (they mention in other sections a shortage of principals, and the HQT reports show need across the state), this one program does not seem to be a robust enough strategy to really address the problem. Presumably, if very effective teachers and principals wanted to work in high needs schools across the state, they could do so already. Making it a prestigious program will draw some people, but they might also want to invest in really developing the teachers who already live in these communities, and ramping up efforts to attract high quality national programs and charter school operators who train their own staff. New Mexico will use the data sources mentioned in D3i (the teacher and principal quality indices) to increase the number and percentage of effective teachers in hard to staff subjects by: 1) Coordinating the efforts to recruit teachers (Teach for America, ENLACE and other programs) to put a systematic focus on high need academic content areas, 2) Establishing the Exemplary Teacher and Principal Cadres that will recruit, support and compensate the state's highest performing teachers and principals to work in high needs districts and schools, making it a prestigious assignment and creating a pool who are ready to be deployed to the places where they are needed most, 3) The Leadership Institute will work with districts to identify experienced teachers and others who are strong principal candidates and channel them to administrator programs, at the same time working to differentiate training and licensure into subcategories (urban, rural, charter school and turnaround school leadership). While these efforts address ways to increase the numbers of teachers and leaders, it doesn't necessarily answer the question, which asks what the plan is to ensure equitable distribution in hard to staff subjects. The first point is the only one that deals with this, and it sounds like a good plan. But there are no aggressive efforts to do something to address the problem. There is almost no mention of drawing talented college students in shortage fields into teaching (one short phrase buried under another idea), or drawing from NM's highly educated STEM workforce and business community to loan professionals on sabbatical and train them to teach for a year or two, or any other ways to increase the numbers of talented people in shortage fields.

**(D)(4) Improving the effectiveness of teacher and principal preparation programs****14****7****(D)(4) Reviewer Comments:**

The Teacher and Principal Effectiveness Task Force will develop a methodology for linking measures of teacher and principal effectiveness to their in-state preparation programs and to district mentoring programs. This data will be included in the annual Educator Accountability Report and the annual performance reports prepared by each higher education institution. They will also update the process for approving licensure programs using this data to close programs that do not meet goals. The programs that seem to have the most success will be recommended for state funding and encouraged to expand. Lessons learned will be shared with other programs. They will especially note which programs are most successful in preparing and mentoring teachers in STEM areas. The Teacher and Principal Effectiveness Task Force – a group of educators, policy makers and community members – is being charged with many complicated and controversial tasks, in this section as well as several others. Leaving so much crucial policy making and negotiating up to this volunteer group could jeopardize the ability to make real progress. In addition, the plans to link teacher and principal effectiveness to preparation programs and expand successful programs are too lightly touched upon to determine whether they are likely to happen.

**(D)(5) Providing effective support to teachers and principals****20****11****(D)(5) Reviewer Comments:**

New Mexico has a teacher mentorship program for beginning teachers that offers individual support for each beginning teacher, and includes formative and summative evaluations. Successful completion of the mentor program is a requirement for advancing from Level 1 to Level 2 of the 3 Tier system. It has provided support to 1,500 to 2,500 new teachers each year, and 63% of the first cohort was still teaching 5 years later. (There were no numbers provided for subsequent cohorts.) The state has also developed a framework and passed legislation to provide professional development that includes: 1) criteria that school districts should use to apply for PD funds, 2) guidelines for PD activities that improve teacher's knowledge in the subject they teach and how they teach it to all their students, 3) an evaluation by teachers and parents. The NM Leadership Institute provides mentoring for new principals, intensive support for principals in schools in need of improvement, professional development for experienced educators interested in becoming superintendents and mentoring for superintendents. The Principal Support Network has trained 500 leaders in most school districts and Bureau of Indian Education schools on how to use standards based assessment data to improve student achievement and assessment literacy is now a standard for the new principal evaluation system. These efforts seem to reach broadly and personally, which will help put the professional development into practice. Though they mention there are general guidelines for choosing professional development, it isn't clear how principals and districts will be guided in choosing appropriate, effective support. For example, a school that has very low reading scores for a particular population might want a program that is recognized in understanding the problem and that has helped other teachers intensively developing their expertise. There are myriad options, not all of them are effective. Vetting preferred providers and allowing districts and principals and leadership teams to choose from among them might be one way to narrow down the options but allow local districts and schools to choose something they think fits their situation. They plan to have the Teacher and Principal Effectiveness Task Force develop recommendations for improving the current methods of delivering professional development. NM Public Education Department will expand the Professional Learning Communities to support groups of administrators and school staff as they work together to improve student learning. They will develop a web-based Individualized Professional Development Account for teachers and principals, for lesson planning, data management, career enhancement and communication with each other and students and families. The Leadership Institute will develop programs for superintendents in urban districts, rural districts, and districts with high numbers of low-achieving schools and how to integrate STEM into their districts. The efforts described in this section revolve around improving and adding to their professional development options. They don't mention how they will measure or evaluate any of these offerings to know whether to continue, adjust or abandon them.

Total	138	62
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## E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>5</b>
<p>(E)(1) Reviewer Comments:</p> <p>The state has legal authority to intervene in persistently low-achieving schools. They have a legal framework that triggers when a school consistently fails to make adequate yearly progress: they can replace staff, restart a school with a contract with another organization (excluding private entities), turn the school over to the state, or reopen as a state-chartered charter school. The state has statutory authority to engage in all of the 4 improvement models with one important caveat: the law states that they can not enter into management contracts with private entities for the management of a public school or district. They don't mention whether they have the authority to intervene in persistently low achieving LEAs.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>25</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	20
<p>(E)(2) Reviewer Comments:</p> <p>New Mexico has a method for identifying the persistently lowest achieving schools by determining the lowest 5% or 5 schools, and among other measures, high schools with cohort graduation rates of less than 60%. 62% of New Mexico's schools were classified as Schools In Need of Improvement (506 schools). This number has steadily grown over the past 3 years (380 in 2007). 320 of the 506 schools are deep into corrective action or restructuring. 34 districts are in corrective action. There is a lot of work ahead for the state. Their plan is to offer 2 options: 1) The turnaround office will provide funds and intense technical assistance to districts that have one or more identified schools and the local capacity to implement one of the 4 turnaround models, 2) The state will take over a school and implement the turnaround model they think most appropriate if the state determines that the district does not have the capacity or will to do this themselves. They are going to use the concept of turnaround zones where the regional support system can manage and monitor the state-level intervention and turn around activity in the regions in which school districts and schools are located. The reforms are adapted for local situations and maximize the opportunity for local buy in. In addition, they will work to address the conditions in schools by removing barriers to improvement and delivering incentives to staff and students. They will also work to improve the capacity of the turnaround schools both inside the schools and in the community in an integrated approach to sustain outcomes. The state will turn to the Exemplary Teacher and Principal Cadres to work in these schools and districts, charging them with community engagement, new school culture, meeting severe student needs, serving as turnaround principals, instructional coaches and working with the district, community and state. The state will develop Community Engagement Collaboratives in 9 regions to build effective and supported networks of parents, communities schools, etc. They will also implement a statewide model of instructional coaching, expand the online resources that link instruction to standards and assessments, launch NASA's virtual competition among students in low achieving schools, expand the Grow your Own Teacher model, and issue an RFP to study what's working best in these turnaround efforts. Their includes some promising elements for bringing in strong teachers and leaders, applying new standards, and evaluating what's working. Unfortunately, their past efforts indicate that they have not had a great deal of impact in improving schools, and they seem to be lacking some real supports for making the intervention models a success. In addition, given the very high number of low performing schools, their plan lacks ambition, settling for the low bar on turnarounds, at 5% of the lowest achieving schools.</p>		

Total	50	30
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## F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>8</b>
<p>(F)(1) Reviewer Comments:</p> <p>In 2008, the total funding for public elementary and secondary education was \$2.3 billion, or 38% of the total recurring dollars in the state's General fund and in 2009, the total was \$2.4 billion, or 44% of the state's General fund. New Mexico's Public School Finance Act has been hailed as one of the most innovative plans in the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. School districts have the latitude to spend their dollars according to local priorities. Some have questioned the formula, and in response the State Board of Education, the Legislature and the Governor commissioned an independent study of the funding formula that found it to be a highly equitable formula with fewer spending disparities than in other states. No overt efforts are made to diminish disparities within districts.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>33</b>
<p>(F)(2) Reviewer Comments:</p> <p>The state has a cap that says that in school districts under 1,300 students, no more than 10 percent of its student population could attend charter schools. They say it has never come to that, but the fact remains that this discourages innovation, transformation and possibly educational improvement—the 3 hallmarks of their state theory of action. Local school district boards and the state can authorize charter schools. The Charter Schools Division within the Public Education Department makes recommendations for approval, denial, suspension and revocation of the state chartered schools. The Charter Schools Act of 2006 allows for the renewal of existing charter schools through multiple authorizers, uses strong accountability for applicants and existing charter schools, offers an appeals process for authorizer decisions, mandated board training and expectations of academic and fiscal management results. The state developed new forms and procedures to assist charter schools developers in understanding the application process and how applications would be evaluated. The tools are on the state website and have become models of best practices for the 89 district authorizers in the state. More applicants have applied to the state than districts in recent years. In 2007, the state received 9 applications and approved 2. That same year only one application was received by a local district. In 2008 and 2009, there were no applications to districts, and 27 to the state, with 14 approved. (They don't offer reasons for the applications denied.) Local district authorizers have closed 4 schools since 2005. Three were closed for fiscal mismanagement and the fourth for failure to meet academic progress, governance issues and financial mismanagement. In 2009, the state denied a renewal for poor academic performance. 18 of the 88 charter schools are established to serve students deemed "at risk of failure." While they offer guidance for local districts on how to approve, there remains a question as to why there are no applications submitted to districts. Few schools have been closed for academic reasons, but it's not clear how the rest are performing and whether they are achieving. Charter schools are funded equally as deemed in the statute, at not less than 98% of the school-generated program cost, with 2% going to the school district for administrative support. The Public School Capital Outlay Council has provided charter schools with lease payments funding in the amount of \$700 per student. A constitutional amendment was passed 2 years ago that allows districts and charter schools to enter into a lease for purchase agreement. They have also included charter schools in receiving local bond funding. School boards decide whether to operate innovative, autonomous public schools. Some of these include magnet schools and Family Schools (half public schools curriculum coupled with a half-day education by the family.)</p>		

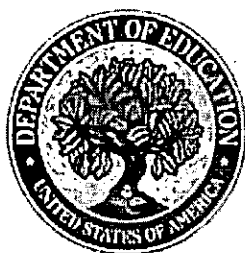
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>5</b>
<b>(F)(3) Reviewer Comments:</b> The state has restructured divisions and departments making education a cabinet level department and giving it more prominence. It has also made a host of other legislative actions to promote many of the areas in the 4 assurances, including work on accountability, data collection, funding for traditional public schools as well as charter schools, work on growing new teachers, enlisting STEM industry partners, joining standards and assessment consortium, and engaging students in new ways through technology.		
<b>Total</b>	<b>55</b>	<b>46</b>

### Competitive Preference Priority 2: Emphasis on STEM

	<b>Available</b>	<b>Tier 1</b>
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<b>Competitive Reviewer Comments:</b> Embedded throughout the application, both in work already underway and yet to get started, STEM features prominently. With intellectual assets already invested in the state (2 National Laboratories, universities, air force bases, Honeywell and Northrup Grumman) they are well positioned to make inroads in growing future mathematicians, scientists and high tech workforce. The state has a Math and Science Bureau. They plan to strengthen STEM prep for teachers and to train superintendents on how to incorporate STEM into their districts. They will adopt STEM curriculum aligned to national and international standards. They have challenges to advance studies and careers in STEM especially in underserved and minority population areas. They are also pushing toward student computer literacy and a 5 year public awareness campaign "STEM Matters."		
<b>Total</b>	<b>15</b>	<b>15</b>

### Absolute Priority - Comprehensive Approach to Education Reform

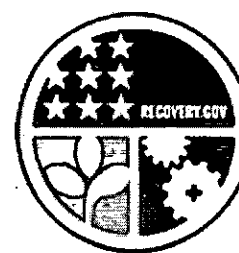
	<b>Available</b>	<b>Tier 1</b>
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
<b>Absolute Reviewer Comments:</b> The state's plan is coherent and includes significant efforts lined up for each of the four assurances. Their past efforts have shown that they are beginning to take education reform more seriously in recent years, even if they have yet to see real gains in student achievement or turnarounds in struggling schools. They have a solid majority of LEAs signed on, as well as the state level teacher union president (though not the union president of the largest district). Their plans to address teacher shortage and equitable distribution, rolling out new standards, collecting and using data and really doing something about their lowest performing schools have some unique and potentially successful strategies in mind for their challenging geography.		
<b>Total</b>		<b>0</b>
<b>Grand Total</b>	<b>500</b>	<b>310</b>



# Race to the Top

## Technical Review Form - Tier 1

### New Mexico Application #4680NM10



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>49</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	36
(iii) Translating LEA participation into statewide impact	15	8
<b>(A)(1) Reviewer Comments:</b> The proposal's education reform agenda is clearly stated and establishes the State's themes. Particularly commendable are the education transformation theme, with its goal of a "more vibrant, flexible, and responsive approach to ensuring the success of every child," and the proposal's goal of building a demand for quality education. The terms and conditions of the MOU reflect strong commitment by the participating LEAs, including the commitment to implement all or a significant portion of the State's Race to the Top plans. Although 100% of the superintendents and school board presidents in the participating LEAs signed the MOU, not all of the union leaders signed, indicating less than full leadership support. In terms of the criterion of broad statewide impact, the fact that only 68% of the State's LEAs are participating is evidence of some limits on statewide impact. However, the participating LEAs represent 89% of the K-12 students in the State and 88% of the students in poverty in the State, percentages which would give credibility to RTTT outcomes in New Mexico. The fact that the teachers' union representative in the largest LEA, Albuquerque, did not sign the MOU may signal that the implementation will not go unchallenged in New Mexico.		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>21</b>
(i) Ensuring the capacity to implement	20	14
(ii) Using broad stakeholder support	10	7
<b>(A)(2) Reviewer Comments:</b> New Mexico has had strong State leaders who not only have championed education reform, but have built the capacity to lead, support and monitor educational innovations in the State. The proposal states that it will provide support to LEAs, including the use of the Leadership Council, the Federal Technical Assistance Center and the Regional Educational Lab. However, the type and extent of assistance is not well enough defined in the proposal to serve as evidence that LEAs will be provided the assistance they need. The proposal demonstrates State-level strength in providing effective and efficient operations in administering grants. The proposal states that the Race to the Top Leadership Council will oversee the coordination of other Federal, State and local funding with the New Mexico's Race to the Top goals and will work to ensure that New Mexico continues to fund successful Race to the Top programs beyond their funding period. However, the proposal does not provide enough specifics about coordination of funds and continuation of Race to the Top programs to serve as evidence that these required activities will be well executed. The evidence of support from teachers, principals and other critical stakeholders is adequate with the exception of support from teachers. Although the proposal contains a supportive letter from the president of the National Education		

Association – New Mexico, the letter from the Albuquerque Teachers Federation President, with its strong objections, is evidence of the lack of strong unified support from teachers.

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>15</b>
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	12
<b>(A)(3) Reviewer Comments:</b> The response did not address the four education reform areas in this section of the proposal. However, section (A)(1)(i) addressed the four reform areas. The response did address student outcomes, showing steady increases in achievement since 2003. However, the gaps in achievement among groups have not been closed, nor have the gaps among groups in graduation rate. The proposal did little to explain the connections between the data and the actions that contributed to the outcomes.		
<b>Total</b>	<b>125</b>	<b>85</b>

## B. Standards and Assessments

	<b>Available</b>	<b>Tier 1</b>
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>40</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<b>(B)(1) Reviewer Comments:</b> The State has joined 48 other States in the Common Core State Standards Initiative and is on track to adopt the Standards no later than August 2, 2010.		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<b>(B)(2) Reviewer Comments:</b> New Mexico is part of a consortium of 27 States for development of assessments. It is commendable that New Mexico is interested in developing exams that will not only support a growth-based accountability model, but will also allow students to participate in distance education or to "test-out" for credit for early graduation. Development of such assessments supports the transformation goal of New Mexico's proposal, as does its joining the SMARTER consortium for computer-based testing. New Mexico will resubmit for approval to the US Department of Education its plan for state-level standards-based assessments by the end of the 2010-2011 school year, and it is well prepared to do so.		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>14</b>
<b>(B)(3) Reviewer Comments:</b> New Mexico plans to use multiple methods to support the transition. In the proposal, emphasis is given to web-based systems, including innovative video game technology. This emphasis is consistent with New Mexico's plan to be a trail blazer in the use of technology in assessment and in communication of its outcomes. However, the proposal lacks evidence of how the State, with its participating LEAs, would determine how best to support those who have the responsibility to apply the new standards and assessments.		
<b>Total</b>	<b>70</b>	<b>64</b>

### C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>6</b>
<p>(C)(1) Reviewer Comments:</p> <p>The points for this criterion are calculated based on the State's report on its progress in including all of the elements of the America COMPETES Act. The proposal lists three of the elements as "complete." These three items are (6) yearly test records, (7) information on students not tested by grade and subject, and (8) teacher ID with ability to match individual teachers to individual students.</p>		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>3</b>
<p>(C)(2) Reviewer Comments:</p> <p>The response does a good job of making the case for the need for a statewide longitudinal data system, and the State has applied for a US Department of Education grant to support its development. However, the response does not present adequate evidence to ensure that data from the State's longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders and that the data support decision-makers in the continuous improvement of their efforts.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>13</b>
<p>(C)(3) Reviewer Comments:</p> <p>Although the proposal outlines a plan for providing useful data to LEAs and schools, it does little to show how it will increase the use of local instructional improvement systems, as required in the criterion of increasing acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness. The criterion of supporting participating LEAs and schools that are using instructional improvement systems in providing effective professional development is addressed in part by a Technical Training and Certification program, but the proposal fails to give evidence of collaboration with participating LEAs. In addressing access by researchers, the proposal states that New Mexico will work with researchers at state agencies, universities, and others to develop a systematic research agenda. This central development of a research agenda may limit other legitimate uses of the data by researchers required by the criterion and, therefore, does not meet the criterion of access to researchers.</p>		
<b>Total</b>	<b>47</b>	<b>22</b>

### D. Great Teachers and Leaders

	Available	Tier 1
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>15</b>
<p>(D)(1) Reviewer Comments:</p> <p>New Mexico has the legal, statutory or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes for providers in addition to institutions of higher education. As required by the criterion, the State has alternative routes in use. These alternative programs are listed in the proposal, along with elements of the programs, and, for most of the programs, the numbers of teachers and principals who successfully completed the program. The criterion requires a process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage. This requirement is only partially met. The State does have in place a statewide tracking system that provides a process for monitoring, evaluating, and identifying areas of teacher and principal shortage. However, no plans for filling areas of shortage are included in the response, although the tracking system requires the</p>		

New Mexico Department of Education and preparation program providers to develop plans for increasing the number of teachers trained in core academic areas.

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>31</b>
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	6
(iv) Using evaluations to inform key decisions	28	10
<p><b>(D)(2) Reviewer Comments:</b>  Referring to its plans in section (B)(2), the response attests that New Mexico will develop clear approaches to measuring student growth for individual students. With the goal of designing and implementing a rigorous, transparent, and fair evaluation system for teachers and principals that differentiates effectiveness using multiple rating categories including student achievement growth, New Mexico will establish a Teacher and Principal Effectiveness Task Force. Yet the criterion requires that student growth be a "significant" factor, not just "included" as one of the multiple measures. With its potential to benefit from the viewpoints and expertise of its various members, the Task Force provides a start, but there is at present no plan in place for developing the evaluations. The response to the criterion requiring a plan to conduct annual evaluations of teachers and principals, with feedback and data on student growth, is not yet well developed. In addition, the response does not adequately address how the evaluations will be used in decisions to grant tenure and/or full certification or in decisions regarding removal of ineffective teachers and principals.</p>		
<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>9</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	7
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2
<p><b>(D)(3) Reviewer Comments:</b>  Regarding the criterion that the State will develop a high quality plan with ambitious yet achievable annual targets to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals, the response of New Mexico is not fully developed. Its focus is on the collection of data regarding the distribution of teachers and principals. Also of note is the omission of the required definition of high-minority and low-minority schools. The section on increasing the number of effective teachers in hard-to-staff subjects and specialty areas is not focused on ambitious yet achievable targets for hard-to-staff positions. At this point, the plan is minimal, and the targets are not well identified.</p>		
<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>8</b>
<p><b>(D)(4) Reviewer Comments:</b>  New Mexico will, as required by the criterion, link student achievement and student growth data to the students' teachers and principals, and then link that information to the in-state programs where those teachers and principals were prepared. New Mexico will go a step farther by linking to the districts' beginning teacher and principal mentoring programs. Linking student achievement growth to both the preparation and the mentoring of teachers and principals is fine. However, it will be important to preserve the capability to determine the effectiveness of teacher and principal preparation programs across districts. Regarding the requirement of publicly reporting the data, the proposal would benefit from consideration of public reports beyond the formal reporting channels described in the response, with consideration, for instance, of making the data readily available and meaningful to potential applicants to teacher and principal preparation programs and to potential applicants for positions as teachers or principals. Regarding the criterion of expanding preparation and credentialing options and programs that are successful at producing effective teachers and principals, the response is limited to</p>		

funding recommendations and does not explore how this expansion would be accomplished. For the criterion of program expansion, the proposal does not have a high-quality plan and ambitious yet achievable targets.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
<p>(D)(5) Reviewer Comments: Regarding the criterion to provide effective, data-informed professional development, there is little attention in the response, with the exception of STEM programs, to the need for professional development to be data-informed. In the response to the criterion to measure the effectiveness of professional development supports, there is little attention to evaluation of professional development activities.</p>		
<b>Total</b>	<b>138</b>	<b>73</b>

### E. Turning Around the Lowest-Achieving Schools

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>5</b>
<p>(E)(1) Reviewer Comments: The State has the authority to intervene in schools but not in LEAs.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>30</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments: Regarding the criterion for a plan to identify lowest-achieving schools, New Mexico has already identified these schools. Regarding the criterion to support LEAs in turning around lowest-performing schools by implementing one of the four school intervention models, New Mexico presents a plan that identifies actions, responsible persons and timelines. One of the promising components of the plan is the use of Cadres of Exemplary Teachers and Principals. However, the State has demonstrated little experience in turning around schools, and the New Mexico Department of Education has not yet demonstrated the capacity to carry out a turnaround agenda.</p>		
<b>Total</b>	<b>50</b>	<b>35</b>

### F. General

	<b>Available</b>	<b>Tier 1</b>
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>8</b>
<p>(F)(1) Reviewer Comments: New Mexico meets the criterion that percentage of total revenues available to the State that were used to support elementary, secondary, and public higher education were greater in 2009 than in 2008. In addition, New Mexico meets the criterion that states that there is equitable funding between high-need LEAs and other LEAs. However, the response does not address the part of the criterion regarding equitable funding within LEAs, between high-poverty and other schools.</p>		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>35</b>

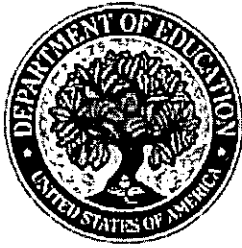
(F)(2) Reviewer Comments: The State does not meet the criterion of a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools. Although New Mexico has been supportive of the expansion of charter schools, portions of the charter school law effectively inhibit the expansion of charter schools. The State meets the criterion that requires that student achievement be a significant factor in charter school authorizations and renewals. It also meets the criterion regarding equitable funding compared to traditional public schools (98%) and the criterion regarding funding for facilities. Further, the State allows LEAs to operate innovative autonomous public schools.		
(F)(3) Demonstrating other significant reform conditions	5	4
(F)(3) Reviewer Comments: In recent years New Mexico has changed the governance structure for public education and has made significant legislative changes. These changes have been intended to provide opportunity for innovation and to improve student outcomes, goals which can and should be evaluated.		
Total	55	47

### Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: New Mexico's plan for STEM is consistently addressed throughout the proposal. With the goals of rigorous academic standards, cooperation with universities, industry, museums and other institutions, and preparation of more students, particularly students in underrepresented groups, for careers in STEM fields, New Mexico has taken action and started a variety of programs. These programs provide New Mexico with a head start toward progress in STEM disciplines.		
Total	15	15

### Absolute Priority - Comprehensive Approach to Education Reform

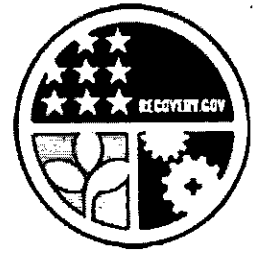
	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: New Mexico is taking a systematic approach to reform. The proposal addresses all four education reform areas and the State success factors. The proposal shows how the State and its participating LEAs will use Race to the Top and other funds to increase student achievement, decrease achievement gaps, and increase graduation rates. The determination of the State and its participating LEAs is evident in the proposal. The proposal is noteworthy for its plans for online and web-based innovations to support its reforms.		
Total		0
Grand Total	500	341



# Race to the Top

## Technical Review Form - Tier 1

### New Mexico Application #4680NM-2



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>57</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	12
<b>(A)(1) Reviewer Comments:</b> New Mexico's articulation of its school reform agenda is powerful and compelling. It clearly articulates its unique state context, strengths, challenges, and approach to school reform, which is built on school change principles and RTTT criteria. It values a bottom up approach and backward maps from the community and classroom. LEA commitment is relatively strong with 63 out of 89 LEAs representing 88% of students in poverty signing MOUs. 22 of the LEAs represented also had commitments from their teacher unions/associations. The application builds on the state's current reform agenda and nicely integrates RTTT priorities into this agenda. The potential for statewide impact appears high. Significantly, there is a positive letter of support from the President of the New Mexico Education Association. Another letter, however, from the President of the Albuquerque Teachers Federation (ATF) was quite critical. Albuquerque represents the largest district in the state and the ATF president served on New Mexico's RTTT advisory team. According to the letter, New Mexico's application does not represent what team members brought to the table.		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>24</b>
(i) Ensuring the capacity to implement	20	14
(ii) Using broad stakeholder support	10	10
<b>(A)(2) Reviewer Comments:</b> The state's capacity to fully implement its RTTT plans is not certain. The application lacks a clearly developed design process. Widespread commitment from its LEAs and an explicit set of required activities are embedded in the MOUs to ensure an implementation that is aligned with RTTT priorities. The budget clearly outlines costs, but does not integrate other state funds into the application. The budget streams fit RTTT priorities well. To ensure it's capacity to implement and manage its RTTT grant, the state will hire an independent project management firm. Stakeholder support is strong and balanced with 22 partners ranging from pueblos, community organizations, and businesses to higher education and the national labs. Finally there are numerous powerful letters of support including the governor and the directors of both the state teacher and principal associations.		
<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>17</b>
(i) Making progress in each reform area	5	4

(ii) Improving student outcomes	25	13
<b>(A)(3) Reviewer Comments:</b> New Mexico's NAEP and State Based Assessments have shown steady if not significant growth since 2003. The Reading First program has apparently contributed to dramatic increases outstripping growth in numerous states with similar demographics. Yet, NAEP scores are still below national averages and achievement gaps continue to persist even with increasing proficiency levels. Graduation rates exceed the national average for Caucasian and Asian students, but Hispanic, African American, and Native American graduation rates lag and are well below the national average.		
<b>Total</b>	<b>125</b>	<b>98</b>

## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>40</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<b>(B)(1) Reviewer Comments:</b> New Mexico is participating in a consortium of 48 states to adopt the Common Core Standards no later than August 2, 2010. The state is building on its current state standards, which align well with the CCSs. 2008 involvement in the America Diploma Project has facilitated and accelerated this transition.		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<b>(B)(2) Reviewer Comments:</b> New Mexico is participating with the Achieve Consortium and with the National Center on Education and the Economy states consortium to develop and implement high quality assessment that are aligned with the Common Core Standards (CCSs). It is also working to develop a common assessment tool for formative assessments that will impact the school and classroom levels. New Mexico has also joined the Smarter consortium consisting of 9 states that use a technology that is computer based and adaptive to assess student learning and achievement. The state is also assembling a state STEM team to develop and use both state level standards based assessments and short cycle assessments used as formative assessments by districts.		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b> As mentioned in the application, New Mexico was recently noted in a Quality Counts Report (Jan. 14) as second in the nation for having the most comprehensive alignment initiatives, having enacted at least 12 of 14 focal policies to link early learning, k-12, higher education, and the world of work. The transition plan is very ambitious, but needs greater focus and integration to be achievable.		
<b>Total</b>	<b>70</b>	<b>60</b>

## C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>22</b>
<b>(C)(1) Reviewer Comments:</b>		

It appears that 11 out of 12 of the America Competes Act elements exist in the statewide longitudinal data system (SLDS). Additional information about what "will be developed" may create the impression that the elements are not yet part of the SLDS.

<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
<b>(C)(2) Reviewer Comments:</b> New Mexico has a strong plan to ensure that its SLDS is accessible to teachers, principals, superintendents, higher education faculty, and state level policy makers. The state should be commended for its commitment to provide useful data to students, families, and communities and for encouraging students to take greater control of their own learning. The state wants to provide data that will be used and therefore has developed a very thoughtful series of "killer" questions focused on advocacy, instruction, policy, and politics.		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>15</b>
<b>(C)(3) Reviewer Comments:</b> New Mexico has a high quality plan to build local instructional improvement systems and to provide the requisite professional development. The plan centers around the development of a data dashboard that will provide timely and useful information on student, school, and district performance. It will also be used as a forecasting tool or "early warning system" to intervene with at-risk students at key transition points. There are no substantive plans or discussions about how data will be made accessible to researchers. Technical training and certification programs however, will be offered to practitioners and researchers. The state is to be commended for trying to make its data system appealing to students. It builds on their natural interests by creating an intelligent gaming interface to help students develop curricular and career plans through a program titled Carve Your Path.		
<b>Total</b>	<b>47</b>	<b>42</b>

#### D. Great Teachers and Leaders

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>11</b>
<b>(D)(1) Reviewer Comments:</b> New Mexico has limited provisions for those seeking alternative pathways to become a teacher or a principal. One option is offered for those having a bachelors and coursework related to the proposed teaching area. A second option is offered for those who have taught and/or been an administrator in post secondary education. There is also an electronic portfolio pathway for those with requisite completed course work. Finally those with doctorates may also become teachers and principals without entering a traditional IHE program. Those studying to be principals would still need to do a 1-year internship. In 2008-09 302 teachers received alternative certification and 68 others earned their license through the on line option. Data for principals is not tracked and the number of alternative administrative licenses appears low. It was difficult to determine the quality of state support and monitoring for those choosing an alternative pathway into teaching or the principalship		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>27</b>
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	8
(iii) Conducting annual evaluations	10	2
(iv) Using evaluations to inform key decisions	28	14
<b>(D)(2) Reviewer Comments:</b>		

There are no clear provisions in place for assessing teacher and principal effectiveness through measurements of student growth. A proposed Teacher and Principal Effectiveness Task Force will be given that charge. Teachers are evaluated through the Three-Tiered Licensure System. All new teachers must demonstrate competency within 5 years in order to obtain a Level II teaching license. A dossier system is used to evaluate teachers. In 2009 a uniform means for evaluating principals and vice principals was established by the state. It's referred to as New Mexico's Highly Object Uniform Statewide Standard of Evaluation for Principals and Assistant Principals. It requires data sources for assessing student achievement. The proposed Teacher and Principal Effectiveness Task Force will meet to assess these systems and build on the suggestions from RTTT for using multiple data sources in evaluating teacher and principals. There are no current statewide provisions that require annual evaluations of all teachers and principals. Evaluations do appear to inform key decisions about promotion, retention and removal. With the development of the proposed Teacher and Principal Effectiveness Task Force, the evaluation process will be refined and developed. Yet, most of the outcomes or results in this area hinge on the work of a single to be created task force.

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>10</b>
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(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	8
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(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2
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**(D)(3) Reviewer Comments:**

The New Mexico Data system (STARS) enables the state to track highly qualified teachers by schools and school districts. It produces discrepancy reports. There has been a dramatic rise in the % of highly qualified teachers. Still there are significant shortages in math, special education, and bilingual education. Furthermore, the highly qualified teacher definition used in NCLB is not consistent with effective or highly effective teacher definitions used in RTTT. There are no systematic plans or discussion focused on the placement of highly effective teachers and principals in high poverty or high minority schools. The proposed Teacher and Principal Effectiveness Task Force will have the mandate to look more closely into these areas and make recommendations for improvement. One promising idea worth mentioning is the development of New Mexico Exemplary Teacher and Principal Cadres who will be assigned to high needs schools as a team and the creation of a new state level position titled, Teacher Recruitment Coordinator.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>7</b>
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**(D)(4) Reviewer Comments:**

New Mexico plans to link student achievement and student growth data to its students' teachers and principals and then link the information to the in state programs where those teachers and principals were prepared and to the districts' beginning teacher and principal mentoring programs where they were first employed. There is very little discussion in the application about how to make this happen. Again, these challenges are to be addressed by the yet to be created New Mexico Teacher and Principal Effectiveness Task Force. The solution is to create a task force, which is in effect a plan for a plan.

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
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**(D)(5) Reviewer Comments:**

Several structures are in place, but there is no overarching design process to support teachers and principals. The teacher mentorship program mentors 1500-2500 new teachers yearly. Also the New Mexico Principal Support Network (PSN) has worked with 500 new principals in 82 out the 89 school districts. Again, the New Teacher & Principal Effectiveness Task Force will work to further support new teachers and principals. However, this task force has only been proposed, not implemented. Of note, the New Mexico Leaders Institute has developed a promising unit of study for new principals related to STEM priorities. There is an emerging professional development framework, but it needs a great deal of further development before implementation.

<b>Total</b>	<b>138</b>	<b>65</b>
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## E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>5</b>
(E)(1) Reviewer Comments: The state has the legal and regulatory authority to intervene in its persistently lowest achieving schools, but not in its LEAs.		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>23</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	18
(E)(2) Reviewer Comments: The state has identified 35 persistently low achieving schools. It has also identified its schools in need of improvement. The state has a Turnaround Coordinator. New Mexico has made plans to address the needs of its persistently low achieving schools. The plans offer a number of innovative ideas for which the state should be commended. The New Mexico Exemplary Teacher and Principal Cadres is a promising idea. These cadres will be trained to intervene and possibly lead the neediest schools. They will also earn additional compensation and recognition. The idea of building regional Community Engagement Collaboratives is also a good one. Schools can't do it alone. Building on the states instructional coaching model is another very powerful idea. It's a strength in that there are currently 400 such coaches. What they need however is in depth training and a common framework for doing their work. Tapping in into students' interest in technology through virtual games and actual laptops or hand held mobile devices are a very motivating ways to engage students and to build on STEM priorities. The High Needs High Poverty design that is being used in NYC, Philadelphia, and Chicago is a terrific way framework for working with persistently low achieving schools. The evidence or historic performance of working with persistently low achieving schools is very limited. The plan has many exciting elements, but needs greater focus so that those implementing it can fully understand it and remember what's essential. A clearer and sequenced design process is needed.		
<b>Total</b>	<b>50</b>	<b>28</b>

## F. General

	Available	Tier 1
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>5</b>
(F)(1) Reviewer Comments: The percentage of total revenues to support education in New Mexico increased by 6.6% between 2008 and 2009. Equitable funding of LEAs is not clearly presented. An independent study is cited, but no data are presented from which district comparisons can be made.		
<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>35</b>
(F)(2) Reviewer Comments: As reported in the application, New Mexico has a charter school law that has been acclaimed by the National Charter School Alliance. Since 2001 charter schools have grown from 2000 students in 25 schools to 12,000 students in 74 schools. They are essentially funded at the same levels as traditional		

schools receiving 98% of the funding that traditional schools are allocated. Because of the great number of small districts there is a high or 10% cap on the number of charter schools that may exist in a school district. The 10% district cap on charter schools may be viewed as mildly inhibiting to growth. The number of recent charter applications is low. The state helps charters with leases and districts are free to operate autonomous public school other than charters.

**(F)(3) Demonstrating other significant reform conditions****5****3****(F)(3) Reviewer Comments:**

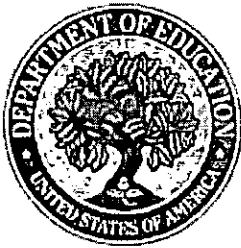
The state presented an overview of its governance structure developed in 2003. The Secretary of Education is currently appointed by the governor and is a member of the governor's cabinet. This change heightened the importance and visibility of educational reform in state. Since 2003 a great deal of legislation aimed at improving student achievement has been passed.

**Total****55****43****Competitive Preference Priority 2: Emphasis on STEM**

	Available	Tier 1
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
Competitive Reviewer Comments: STEM discussion and plans are present throughout the entire application. New Mexico is poised for a great deal of development in this area.		
<b>Total</b>	<b>15</b>	<b>15</b>

**Absolute Priority - Comprehensive Approach to Education Reform**

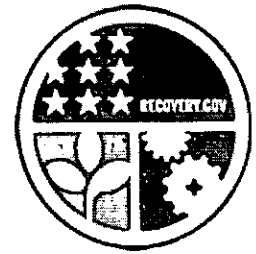
	Available	Tier 1
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>Yes</b>
Absolute Reviewer Comments: New Mexico has developed a comprehensive approach to education reform and fully addresses the four education reform areas specified in the ARRA. New Mexico's unique state context reflects numerous success factors. LEA support is strong, enhancing the state's chances for successful implementation of its school reform agenda.		
<b>Total</b>		<b>0</b>
<b>Grand Total</b>	<b>500</b>	<b>351</b>



# Race to the Top

## Technical Review Form - Tier 1

### New Mexico Application #4680NM-3



#### A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	48
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	36
(iii) Translating LEA participation into statewide impact	15	7

#### (A)(1) Reviewer Comments:

The applicant has set forth a clear and comprehensive statement of its vision for applying to Race to the Top (RTTT). As a minority-majority state with a single, very large urban local LEA, a few medium-sized LEAs, and many small and rural LEAs, the state faces unique challenges in attaining a higher level of student achievement and success. The state began its reform efforts in 2003 and seeks to continue and expand on the changes it has made. The narrative for section (A)(1) is presented as an executive summary of the larger proposal and covers all four education areas described in the ARRA. The proposal emphasizes that the applicant is as much focused on building demand for a quality education within the state, as it is on addressing the supply side of education reform by fulfilling the specific selection criteria of the RTTT proposal. The applicant used the model MOU as the basis for its agreement with the LEAs and is scored highly with regard to containing terms and conditions reflecting strong commitment by participating LEAs. The preliminary scope of work covers all 16 plan criterion. LEAs were able to decide which of the plan criteria they would agree to when they signed on as participating LEAs (it was not all-or-nothing). Sixty-three (out of 89) schools districts and six (out of 13) state-chartered charter schools agreed to participating in RTTT (representing 68% of all LEAs), making up 83% of schools, 89% of K-12 students, and 88% of students in poverty. 100% of participating LEAs agreed to participate in 15 of the 16 elements of state reform plans (please note: the applicant miscalculates these percentages in its summary table for (A)(1)(ii)(b), providing instead percentages based on the total number of LEAs in the state, not the percentage of participating LEAs). Only 13 of 102 participating LEAs agreed to element (E)(2), concerning turning around the lowest-achieving schools, which is very low. Points in the high range were rewarded for the scope-of-work descriptions comprehensively covering all but one of the 16 reform plan elements. Signatures were collected from 100% of LEA superintendents and school board presidents, but only 32% of local teachers union leaders. This may indicate a strong potential for noncooperation and perhaps resistance from local teachers unions in some or even a strong majority of participating LEAs. For example, the State's RTTT proposal registered strong opposition from the state's largest local teacher's union in a letter in the Appendix. The proposal does a poor job of addressing evidence requires under element (A)(1)(iii), other than to provide summary statistics for the number and percentages of participating LEAs, schools, K-12 students, and students in poverty in a chart. These statistics show that a very high percentage of the state's schools, students in poverty are covered by the participating LEAs, and some points were awarded for this. No information is provided, however, on the state's overall and student subgroup achievement goals, achievement gaps, or college enrollment. Without these goals, it is very difficult for the reader to determine whether the program reforms planned will translate into broad statewide impact or if the State's goals are ambitious and achievable. This element was scored in the

"medium" range as a result of the incomplete evidence and insufficient narrative to back up how the State's claims that the reforms in this proposal will have statewide impact.

<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>17</b>
(i) Ensuring the capacity to implement	20	10
(ii) Using broad stakeholder support	10	7
<p><b>(A)(2) Reviewer Comments:</b></p> <p>The Governor will establish a RTTT Statewide Leadership Council to oversee the implementation of a RTTT grant and use the State's Office of Recovery and Reinvestment to ensure that RTTT funds are expended efficiently and effectively. An independent project management firm will be engaged to design and implement the operations and processes for implementing a RTTT grant. The State does not directly address the capacity of its State Department of Education to engage in the State's comprehensive reform plans. The State will support participating LEAs through its Federal Technical Assistance Center and Regional Educational Lab, but the applicant does not provide much detail on the types of activities that will be used to provide this support. Approximately 40 letters of support are provided from key stakeholders, including the statewide teacher unions. Some letters provided in the Appendix, however, such as the one from the state's largest local teachers union, expressed opposition to key components of the State's RTTT proposal. The state's plan budget was scored in the "medium" quality range, as it is unclear whether the funds will accomplish the State's plan, given that it is not aligned with any specific targets and there is limited discussion on how the state will coordinate or reallocate education funds from other Federal, State, and local sources to align with the State's RTTT goals. Additionally, evidence is not provided for how the State, after the period of funding, will use its fiscal, political, and human capital resources to continue the reform proposed to be funded under the grant. Overall, this proposal is scored in the "medium" range in addressing the specific elements of (A)(2)(i), and in the "medium" range in addressing the elements of (A)(2)(ii).</p>		
<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>7</b>
(i) Making progress in each reform area	5	1
(ii) Improving student outcomes	25	6
<p><b>(A)(3) Reviewer Comments:</b></p> <p>In the narrative for this subsection, the state provides no evidence of its progress over the past several years in each of the four education reform areas, or how it has used its ARRA and other funding to pursue such reforms. Points in the "low range" are awarded because some progress in these areas has been previously demonstrated under the introductory remarks under (A)(1)(i). With the exception of 8th grade reading, 4th and 8th grade overall math and reading scores on NAEP have improved. The State assessments show an upward trend in math, reading, and science achievement, and the trends are appropriately explained. Although math proficiency has increased for all racial subgroups, so have the racial achievement gaps, as white students are improving at a faster rate than other racial groups. Reading proficiency has also increased for racial/ethnic subgroups, with uneven progress across subgroups in closing achievement gaps. No discussion of or data on the achievement and achievement gaps for subgroups concerning race/ethnicity, socioeconomic status, students with disabilities (SWD), or English language learners (ELL) is provided for the NAEP, as well as for the non-race/ethnicity subgroups for the state assessment. The NAEP discussion does not discuss SWD or ELL exclusion rates or documentation on SWD and ELL accommodations. No overall or subgroup information is provided with regard to college enrollment and college credit accumulation rates. The state published its first statewide cohort graduation rate in Fall 2009 and thus did not provide evidence of a historical trend. Overall, the proposal does a low-quality job of responding to the specific elements and evidence required under (A)(3)(ii).</p>		

Total	125	72
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## B. Standards and Assessments

	Available	Tier 1
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>40</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<b>(B)(1) Reviewer Comments:</b> The applicant is one of 48 States and territories that are part of the Common Core State Standards Initiative. The applicant expects to adopt the Common Core standards by August 2, 2010 as long as the final standards have been published approximately 90 days before August 2. The process for adoption is laid out. The state has already completed the alignment and adoption process of the American Diploma Project, and does not anticipate the Common Core standards to be substantially different from its current math and English/language arts standards. "High" range points are awarded for the applicant's participation in a standards consortium with a significant number of participating States.		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<b>(B)(2) Reviewer Comments:</b> The applicant is part of the Achieve Consortium (27 States), and the National Center on Education and the Economy States Consortium (number of States not specified), and the SMARTER Consortium (9 states). Full points are awarded for the State working with an assessment consortium that includes a significant number of States.		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b> The applicant has laid out a plan scored as being of "medium" quality. The plan supports a statewide transition to and implementation of internationally benchmarked standards and aligned high-quality assessments building towards college- and career-readiness. The applicant provides a detailed plan with goals, key activities, responsible parties, and timelines. A communication strategy is also described in detail. However, several items in the plan that are technology-based, while innovative, do not appear to directly address this element--which is about supporting the transition to enhanced standards and high-quality assessments. This subsection was scored in the "medium" range because, while a lot of isolated activities were described, there did not appear to be a coherent overall strategy for ensuring a smooth and comprehensive transition to enhanced standards and high-quality assessments.		
Total	70	60

## C. Data Systems to Support Instruction

	Available	Tier 1
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>6</b>
<b>(C)(1) Reviewer Comments:</b> The applicant's current longitudinal data system currently meets only 3 of the 12 elements of the America COMPETES Act. Although the state claims it meets 11 of the 12 elements, 8 of the 11		

elements that the State counted as "completed" are currently being expanded or improved and those elements of the data system are not currently fully functional. Appendix C-1-2 provides detailed information on all 12 elements and the state of their implementation and was used to determine this score.

<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>4</b>
<p><b>(C)(2) Reviewer Comments:</b></p> <p>The state has applied to the U.S. Department of Education for a State Longitudinal Data System grant aimed at providing parents, students, teachers, principals, superintendents, community members, unions, researchers, and policy-makers with accurate, timely, and usable data. Parts of the proposed data system will focus on the questions end-users have as they work with students and provide leadership in schools, districts, and state agencies using the data system. The applicant provides limited discussion linking how the data from this system will support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness. The proposal is descriptive of the system, but less detailed about the system's applications to continuous improvement.</p>		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>14</b>
<p><b>(C)(3) Reviewer Comments:</b></p> <p>The applicant provides a high-quality plan for how it will increase the acquisition, adoption, and use of local instructional improvement systems by (1) strengthening the way that student achievement is reported to teachers and principals, (2) developing an Early Warning System that provides information on students at-risk for academic failure or dropping out, and (3) strengthening its methodology for evaluating teacher and principal effectiveness based on student performance. The applicant proposes developing a Technical Training and Certification program as part of a RTTT grant to provide professional development to teachers, principals, and administrators on use of the new data system and resulting data. The applicant also seeks to develop a STEM dashboard to identify the State's level of STEM implementation. The applicant fails to address in a significant way the third element of this subsection—making the data from instructional improvement systems, together with the statewide longitudinal data system data, available and accessible to researchers so that they can evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students. Low points were awarded for that element. Discussion is provided, however, on how the State will provide a systematic research agenda using the state longitudinal data system and other sources.</p>		
<b>Total</b>	<b>47</b>	<b>24</b>

#### **D. Great Teachers and Leaders**

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>14</b>
<p><b>(D)(1) Reviewer Comments:</b></p> <p>The applicant provides evidence that the State has three alternative routes to certification for teaching (one of those options is available to principals and administrators as well). Some of the programs implementing these routes are outside institutions of higher education. All three programs are in use. Material in the appendices indicate that the alternative certification routes meet at least 4 of the 5 elements, and a score in the "high" range is awarded for this element. The applicant produces annual data reports that allow the State education department to identify teacher shortages by subject and level, and the State also participates in the Title II Higher Education Act requirements by providing information on the quality of teacher preparation in the State and the State's efforts to improve the quality of teaching. The applicant has a statewide tracking system for teachers and administrators that attend the State's preparation programs. No mention is made of a process for monitoring, evaluating,</p>		

and identifying areas of principal shortage, or any detailed information provided on how the State prepares teachers and principals to fill identified areas of shortages. Points with the "high" range were awarded under (D)(1)(i) and (ii), and points within the "low" range were awarded under (D)(1)(iii).

<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>29</b>
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	2
(iv) Using evaluations to inform key decisions	28	14

**(D)(2) Reviewer Comments:**

By the end of 2013-2014, the applicant states that 100% of participating LEAs will measure student growth as part of their qualifying teacher and principal evaluation systems, up from a baseline of 0%. The State intends to develop a growth model that will allow the State to clearly tie teacher and principal performance and student performance on both state-level standards-based assessments and short-cycle assessments used as formative assessments. The annual targets are ambitious yet achievable, but the State's plan for meeting them is not very well detailed. Points in the "medium" range are awarded for (D)(2)(i). The applicant also provides an average-quality plan for how it will design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories taking into account data on student growth. These evaluation systems will be designed and developed with teacher and principal input through a Teacher and Principal Effectiveness Task Force. An Exemplary Teacher and Principal Cadre program will help improve the recruitment, preparation, and support of teachers, principals, and other school leaders. Points in the "medium" range are awarded for (D)(2)(ii), in part because the plan does not detail to what extent student growth will be a component of teacher and principal evaluations (the element requires that student growth be a "significant factor" in evaluations). Under (D)(2)(iii), the applicant's proposal fails to specify explicitly that the new evaluations of teachers and principals will be conducted annually (the current evaluations are annual) and does not detail how these evaluations will provide timely and constructive feedback. State law currently requires information be provided in evaluations on student performance, but it is unclear if this information is equivalent to student growth data for students, classes, and schools. A "low" level of points was assigned to this fourth element. Regarding (D)(2)(iv), in the chart on Performance Measures, the applicant commits to having 100% of participating LEAs by the end of 2013-2014 using qualifying evaluation systems to develop, compensate, and promote teachers and principals; retain effective teachers and principals; grant tenure to teachers and principals; and remove ineffective tenured and untenured teachers and principals. The goals are aggressive, but the narrative does not provide much detail on what the applicant's plans are for getting participating LEAs to achieve these targets. A score in the "medium" range is awarded for (D)(2)(iv).

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>10</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	8
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2

**(D)(3) Reviewer Comments:**

The state has a well-defined plan for identifying where there is not an equitable distribution of teachers and principals. It builds upon the State's existing system for producing Licensure Discrepancy Reports, but adds new elements, such as a School Level Teacher Quality Index and a School Principal Performance Matrix. Additionally, an interactive, web-based reporting system will provide easy-access to school-, district-, and State-level analyses of data related to equitable distribution of effective teachers and principals. The plan is vague, however, on both how the State will use the aforementioned data and reports to ensure that equitable access is improved, especially in high-poverty and/or high-minority schools, and how 100% of all stated performance measures will be

achieved by 2013-2014. The plan has been scored as being of "medium" quality as a result, under (D)(3)(i). Under (D)(3)(ii), performance metrics are provided that state the applicant's goals of having 100% of math, science, special education, and English language instruction teachers be evaluated as effective by the end of 2013-2014, but the narrative does not sufficiently explain how the State intends to increase the number and percentage of effective teachers not in general, but in hard-to-staff subjects and specialty areas. "Low" points are assigned to this element.

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>7</b>
<p><b>(D)(4) Reviewer Comments:</b>  The applicant provides an adequate plan for how it will link student achievement and student growth data to the students' teachers and principals, and in turn link all that information to the in-State credentialing programs for teachers and principals, but the success of that plan will be completely dependent on the recommendations and actions that at the to-be-created Teacher and Principal Effectiveness Task Force make. One hundred percent of teacher and principal preparation programs are targeted for being able to provide public access to the achievement and growth of the students of graduates of these programs by the end of 2013-2014. Additionally, the State's Teacher and Principal Effectiveness Task Force is tasked with identifying those teacher and principal preparation programs that are successful in preparing and mentoring teachers and principals, including STEM teachers. The proposal is not clear how the State would seek to expand the successful programs which is at the core of element (D)(4)(ii). The commitments made in this subsection are all dependent on the Task Force making tough decisions. On paper, it seems like the plan is good, but, to some extent, the State may be "punting" on making difficult decisions/determinations by creating a new entity and tasking them with making future decisions about policies related to teacher and principal effectiveness. The State does not appear to have strong actions in progress or planning stages at this time. An overall score in the "medium" range was awarded for this subsection.</p>		
<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>10</b>
<p><b>(D)(5) Reviewer Comments:</b>  The applicant provides an average-quality plan for using data to inform and strengthen the State's mentoring, professional development, and principal support network, as well to expand its school-level professional learning communities. The applicant will create individual professional development accounts for teachers and principals and use data to provide high-quality STEM professional development for principals and district-level leaders. Several components of the plan are aimed at evaluating the teacher and principal supports currently offered to improve effectiveness and student achievement. A score in the "medium" range is awarded for this subsection.</p>		
<b>Total</b>	<b>138</b>	<b>70</b>

## E. Turning Around the Lowest-Achieving Schools

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>5</b>
<p><b>(E)(1) Reviewer Comments:</b>  The applicant documents that the State has strong legal, statutory, and regulatory authority to intervene directly in the State's persistently lowest-achieving schools through a variety of actions. No mention is made of whether the State has any authority to directly intervene in LEAs that are in improvement or corrective action status, and this element has been awarded a mid-level of points, as a result.</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>30</b>
(i) Identifying the persistently lowest-achieving schools	5	5

(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments:</p> <p>The State has identified persistently lowest-achieving schools using the definitions and processes in the RTTT application and receives full points under (E)(2)(i). The State provides a detailed plan for turning around the State's lowest-achieving schools. The plan is heavily dependent on the State's capacity to provide supports to LEAs and schools implementing <i>turnaround strategies</i>. Evidence of past effects in turnarounds shows that the State has some, but not extensive, experience with three of the four intervention models. It is unclear if, under the applicant's plan, the State Department will have the capacity to provide the necessary supports to LEAs implementing intervention models in the 5-10 schools a year targeted under the performance measures for this subsection.</p>		
Total	50	35

## F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	7
<p>(F)(1) Reviewer Comments:</p> <p>The applicant increased its percentage of the total recurring dollars in the State's General Fund from 37.8% in FY08 to 44.4% for FY09. A score in the "high" range is awarded for (F)(1)(i). The applicant provides a history of the State's effort since the 1960s to improve equitable funding among districts because of differences in local wealth. In 1974, the State enacted the Public School Finance Act, which contains a formula designed to distribute operational funds to school districts objectively. A 1996 comprehensive study found the State to have a "highly equitable formula." No information on equitable funding within LEAs (between high-poverty schools and other schools) is provided. The applicant states that within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. A score in the "medium" range is provided for (F)(1)(ii).</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	31
<p>(F)(2) Reviewer Comments:</p> <p>The State has a cap of no more than 15 new charter schools in any given year or 75 in a five-year period. Districts under 1,300 students have a cap of no more than 10 percent of the student population allowed in a charter school. Most of the charter school growth has been in urban areas, where there are no size caps. With 88 charter schools, over 10% of the state's schools are charters. "Medium" points are awarded for (F)(2)(i) because the charter caps, while they have not prevented 88 charter schools from being created in the State, do serve to inhibit to some degree charter school growth in the non-urban parts of the state. Evidence for (F)(2)(ii) is largely complete, with the exception of 5 years of full information on charter school applications and closures, and is scored in the "high" range. Charter schools are funded equitably under the statute ("not less than ninety-eight percent") and the proposal is scored in the "high" range for (F)(2)(iii). State law also allows charter schools to enter into a lease for purchase agreements for facilities, and a "medium" score is awarded for (F)(2)(iv). Other innovative, autonomous public schools are allowed in the state, including magnet or special focus schools. A score in the "medium" range is awarded for (F)(2)(v).</p>		
(F)(3) Demonstrating other significant reform conditions	5	3
<p>(F)(3) Reviewer Comments:</p> <p>The applicant provides an overview of changes to its governance structure for public education since 2003 and a listing of major legislative changes related to the four education reform areas in ARRA. These changes further demonstrate the state's historical commitment to significant reform and how RTTT will complement and build upon those changes.</p>		

Total	55	41
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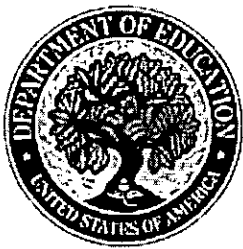
### Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: The applicant addresses STEM policies and innovations throughout the proposal, including efforts to increase teacher quality in STEM fields, the development and adoption of STEM curriculum aligned to national and international standards, efforts to advance careers in STEM, especially in underserved and high-minority populations areas, and an initiative to engage students in computational modeling and computing. The competitive priority is met.		
Total	15	15

### Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: This application provides a clear path to improving the State's RTTT agenda across all four education reform areas of the ARRA, as well as the State Success Factors Criteria. The State demonstrates that it is committed to adopting and developing wide-ranging reforms focused on raising student achievement and to implementing them statewide. The applicant has taken a serious, systematic approach to RTTT that meets the threshold for being considered for funding.		
Total		0

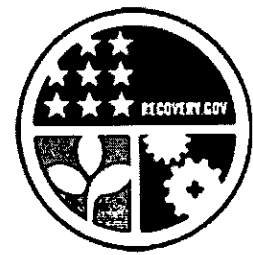
Grand Total	500	317
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# Race to the Top

## Technical Review Form - Tier 1

### New Mexico Application #4680NM-5



#### A. State Success Factors

	Available	Tier 1
<b>(A)(1) Articulating State's education reform agenda and LEA's participation in it</b>	<b>65</b>	<b>55</b>
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	10
<b>(A)(1) Reviewer Comments:</b> (A)(1) i. NM has at least a 5 year history of sustained effort to lift academic standards. NM offers an analysis Table A1.1 which aligns its priorities with R2T and finds significant congruence.(5/5) ii. The MOU has sensible provisions allocating responsibilities between LEAs and the State and noting those that are shared.This is evidence of purposeful planning and suggests implementation will be effective. Recourse for non performance is primarily fiscal which could be strengthened by reference to public disclosure of the areas of shortfall. The supporting documentation on the scope of work is comprehensive and lays a basis concerted work by key parties. (40/45) iii. The State includes documentation on participating LEAs. NM has secured support for nearly 70 % of LEAs serving close to 90% of students in poverty. This and subsequent sections of the plan are unconvincing about the state's wide impact of the actions proposed on some key deliverables like decreasing achievement gaps. (10/15)		
<b>(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans</b>	<b>30</b>	<b>18</b>
(i) Ensuring the capacity to implement	20	10
(ii) Using broad stakeholder support	10	8
<b>(A)(2) Reviewer Comments:</b> i. NM has lifted the administrative leadership of education in the last 10 years by creating the post of secretary of education to be appointed by the Governor to enhance decision making and access to the key decision making processes. NM proposes to further this tangible commitment to education reform by establishing an R2T leadership council representative of key stakeholders. It also proposes to use the broader economic recovery machinery at the state level to increase the effective use of R2T funds and involve the indigenous leadership groups.Examining the budget narrative reveals that there are a number of areas- for example A1,A3, C1,D1, D3(ii),D4,F2 & F3 where the State will act without using R2T funds and where the State plans to use other Federal funds for similar actions like intervening in low performing schools - E2. But the State does not show if or how it will use or reassign or repurpose existing personnel to further the specific reform objectives. It also proposes to use substantial funds to pay LEA personnel to participate in R2T related activities- in the order of \$two million for work in 5D5 for example.(10/20) ii. NM has statements of support from a wide range of constituencies including indigenous leaders, teacher union figures, business and political actors. The union support does not translate into signatures on LEA commitments but the leadership support is indicative of thoughtful		

engagement. There are good STEM specific letters of support. The R2T leadership council is also planned to include stakeholders from the education community. (10/10)

<b>(A)(3) Demonstrating significant progress in raising achievement and closing gaps</b>	<b>30</b>	<b>13</b>
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	8
<b>(A)(3) Reviewer Comments:</b> i. There is evidence of progress in NM. For example Table A3.1 shows progress on Grade 4 Math scores in NAEP for New Mexico. (5/5) ii. Subsequent tables show NM has made progress although it is not always stable and it is not even across sub groups- see Table A 3 10. Material on graduation rates is less compelling- the sub group gaps are as wide as 20 points between Caucasian and American Indians and little is offered about actions to address this issue. There is nothing in the narrative that shows that NM connects actions to gains in either graduation rates or student performance. The material does not refer to the connection between actions and gains by any sub group: not for students in general, not for sub groups and not for discipline areas. (8/25)		
<b>Total</b>	<b>125</b>	<b>86</b>

## B. Standards and Assessments

	<b>Available</b>	<b>Tier 1</b>
<b>(B)(1) Developing and adopting common standards</b>	<b>40</b>	<b>40</b>
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<b>(B)(1) Reviewer Comments:</b> i. NM is part of the Common Core Standards project which meets the criteria. (20/20) ii. NM has an established process for adopting common standards which includes a period of public comment and review. It has already held events to ensure that the process moves ahead smoothly. It also includes some STEM specific actions in the narrative which reinforce its case for meeting criteria F3. (20/20)		
<b>(B)(2) Developing and implementing common, high-quality assessments</b>	<b>10</b>	<b>10</b>
<b>(B)(2) Reviewer Comments:</b> i. NM is active in Achieve and the National Center on Education and the Economy to improve the quality of state assessments. ii. There are sufficient states at the date of signature. The narrative includes examples of other activities that will improve the state's assessment tools. (There are references to STEM activities here relevant to Competitive priority 2. (10/10)		
<b>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</b>	<b>20</b>	<b>9</b>
<b>(B)(3) Reviewer Comments:</b> (B)(3) The material presented by NM does not address collaboration with LEAs, with higher education institutions or how to support the roll out of state wide K-12 standards. It does propose implementing or scaling up a set of technology based solutions that will assist students manage career and college preparatory plans. It also places a great deal of emphasis on individual students self managing the transition from high school to college. This is commendable but insufficient to meet the criteria. The plan also seems to overlook the goals of aligning college entrance requirements and high school exit standards. It also has relatively few professional development opportunities for teachers and		

counselors to acquire a deep understanding of the requirements for graduation and college participation. ( 9/20)

<b>Total</b>	<b>70</b>	<b>59</b>
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### C. Data Systems to Support Instruction

	<b>Available</b>	<b>Tier 1</b>
<b>(C)(1) Fully implementing a statewide longitudinal data system</b>	<b>24</b>	<b>6</b>
(C)(1) Reviewer Comments: NM's longitudinal data system has three elements - items 6,7 & 8 of the Competes list. (6/24)		
<b>(C)(2) Accessing and using State data</b>	<b>5</b>	<b>5</b>
(C)(2) Reviewer Comments: NM has a solid plan for data access and use by educators, parents, researchers, policy makers and politicians. There are ambitious performance measures with priority in the first years being given to students, parents and community members. (5/5)		
<b>(C)(3) Using data to improve instruction</b>	<b>18</b>	<b>12</b>
(C)(3) Reviewer Comments: i. NM has a clear plan for acquiring and setting up data systems and has some innovative tools that will make data more accessible. The early warning system for students at risk and the dash boards are likely to be effective if teachers become proficient in accessing, interpreting and applying the data. ii. There is no strategy directed at supporting LEAs and schools in providing professional development to teachers. Most of the support is directed at systems maintenance and the like rather than classroom practice and instructional improvement. iii. The plan makes no specific reference to researchers using data for instructional improvement. (12/18)		
<b>Total</b>	<b>47</b>	<b>23</b>

### D. Great Teachers and Leaders

	<b>Available</b>	<b>Tier 1</b>
<b>(D)(1) Providing high-quality pathways for aspiring teachers and principals</b>	<b>21</b>	<b>16</b>
(D)(1) Reviewer Comments: i. NM does provide a description of the relevant laws diversifying the pathways to enter teaching or the principalship. It also includes an example of an administrative code for alternative licensure (Appendix D1 -1). Most of these pathways rely on some academic component or length of service in relevant roles in the education field. But combined with on line options and and actions to broaden the feeder pool for principalships they are sufficient to meet the criteria. (7/7) ii. There are lists of some alternative paths and some numbers for teachers and principals using these programs. While the numbers are low and not program specific there is sufficient volume to prove that the paths are operating.(7/7) iii. The NM processes for identifying shortages of teachers and principals are not well articulated with the planning processes of training agencies that might respond to shortages. Appendix D1-5 offered by way of support is a report of statewide results on NM's Teacher Assessments rather than an analysis of shortages. (2/7) 16/21		
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>	<b>58</b>	<b>18</b>
(i) Measuring student growth	5	2

(ii) Developing evaluation systems	15	5
(iii) Conducting annual evaluations	10	2
(iv) Using evaluations to inform key decisions	28	9

**(D)(2) Reviewer Comments:**

(D)(2) i. NM has a plan to measure individual student growth and has a legal framework that requires the use of student performance in principal and teacher evaluations. The latter is clear but the process of determining student growth is not explicit or detailed in the statement of key activities. (2/5) ii. The plan does propose to develop an evaluation system for teachers and principals using an inclusive process overseen by a representative task force. The system to be designed is to have multiple measures one of which will take "into account" student growth, not explicitly making it a "significant factor" in evaluations. (5/15) iii. It is not clear that annual evaluations of teachers and principals will be conducted and that these will include the use of student performance data. The task force to be established under the plan is to examine how issues such as timely feedback will be feature in personnel assessments. It is not clear if teachers and principals will receive data on their students' performance in the processes established after the task force reports. The omission of performance data from annual evaluations is an important shortcoming. (2/10) iv. With a lot of work still to be done and processes and plans still only broadly specified, it is difficult to see a high quality plan, which makes a close connection between teacher and principal evaluations based significantly on student growth and the array of personnel decisions. The annual targets for these four criteria are all arbitrary and do not constitute a realistic assessment of either likely progress or the time needed for the work to be done. There is no analysis of how to take this work to scale for either teachers or principals. (9/28)

<b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>	<b>25</b>	<b>5</b>
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	5
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

**(D)(3) Reviewer Comments:**

i. NM has data on the distribution of teachers and principals in the state including across schools by incidence of poverty. The constraint on the existing data is that it equates "appropriately licensed" with "highly effectively" in assessing teachers and "academic background" and "level of experience" in reports on the distribution of principals. The representative task force is expected to develop a teacher quality index and a principal effectiveness matrix. The narrative only refers to student achievement in the section on the principal matrix. The annual targets are arbitrary and do not seem realistic. (5/15) ii. NM has used three alternative strategies to improve the supply of effective teachers and proposes to establish a high performing teacher cadre to serve in high need districts and schools. The assumption seems to be that this general increase in numbers will also result in an increase in the number of effective teachers in hard to staff areas etc. This assumption is unrealistic. There is no specific narrative about the supply and distribution of specialist teachers and again the annual goals on distribution are arbitrary. (0/10)

<b>(D)(4) Improving the effectiveness of teacher and principal preparation programs</b>	<b>14</b>	<b>6</b>
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**(D)(4) Reviewer Comments:**

i. NM has a plan and annual targets for this area and has embedded them in the state's beliefs about the "best preparation" of teachers and principals and in established reporting arrangements. This may assist in implementation and gain stakeholder support because they are familiar. But they are essentially extensions of current practices that have not lifted effectiveness of preparation programs. It may also lead the state to avoid looking at other strategies to lift the effectiveness of in-state programs including increased competition between providers. The targets set by NM also seem arbitrary. (2/7) ii. The process for expanding effective programs is essentially a combination of task force judgment and funding recommendations of 5 state authorities. This a weakly coupled strategy with no explicit or

transparent link between task force findings on effective programs – or data on effectiveness – and state funding decisions. This is a weakness endemic to much of NM plan.(4/7)

<b>(D)(5) Providing effective support to teachers and principals</b>	<b>20</b>	<b>6</b>
<p>(D)(5) Reviewer Comments:  (D)(5) NM outlines the four main existing mechanisms for professional development in the state. Combined they form a solid platform for delivering a plan but there is no proposed action other than strengthening the structures. There is no explicit plan to support LEAs in providing support for teachers or principals to help them acquire the skills and capabilities to work in a data driven educational environment. There are no quantifiable goals. (3/10) ii. In this area NM again proposes that a task force develop recommendations to strengthen existing programs and to advise 5 funding agencies. But there is no analysis of the strengths or weaknesses of these existing professional development programs that would support a decision to strengthen them or guide the work of the task force. In summary the proposed activity fall short of evaluating, measuring and continuously improving supports for teachers and principals. (3/10).</p>		
<b>Total</b>	<b>138</b>	<b>51</b>

## E. Turning Around the Lowest-Achieving Schools

	<b>Available</b>	<b>Tier 1</b>
<b>(E)(1) Intervening in the lowest-achieving schools and LEAs</b>	<b>10</b>	<b>5</b>
<p>(E)(1) Reviewer Comments:  NM has legal authority to intervene at school level but does not appear to have authority to intervene at district level.(5/10)</p>		
<b>(E)(2) Turning around the lowest-achieving schools</b>	<b>40</b>	<b>25</b>
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	20
<p>(E)(2) Reviewer Comments:  i. NM has identified persistently low performing schools with a data driven process (Appendix E-2-1). (5/5) ii. NM has a thorough and comprehensive strategy in this area with a clear theory of action and a definite and well thought out approach. The plan lays out the State's commitment to support LEAs in a collaborative manner and describes the various actions it proposes. The narrative also includes lessons learnt from past actions in NM and in other states. Its goals are achievable but lack ambition (see the small numbers in the performance measures section) which are low considering how many schools the State identifies as schools in need (506) of improvement and has a goal of 5 schools for 2010/11.(20/35)</p>		
<b>Total</b>	<b>50</b>	<b>30</b>

## F. General

	<b>Available</b>	<b>Tier 1</b>
<b>(F)(1) Making education funding a priority</b>	<b>10</b>	<b>7</b>
<p>(F)(1) Reviewer Comments:  i. Table F1-1 shows that NM shows that NM's recurring expenditure for public K-12 education and higher education increased as a % of total revenues. (5/5) ii. The narrative while interesting historically is not responsive to the criteria. It is not possible to discern if high need LEAs receive equitable funding</p>		

from the material presented unless it is assumed that the 1974 law creating the formula is the best possible distributive mechanism for allocating state resources. This is hard to accept. Lack of attention to this issue suggests a lack of leadership and commitment to education reform. (2/5)

<b>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</b>	<b>40</b>	<b>33</b>
<p><b>(F)(2) Reviewer Comments:</b></p> <p>i. There is a cap on charter enrolments in the law - that no district can have more than 10% of enrolments in charters - but it has not been triggered. Nonetheless its presence is a market barrier. There has been a cap on new approvals - again it has never been "activated" but it still is a impediment to growth. Combined they produce a low cap. (2/8) ii. NM's charters serve populations similar to local populations or to serve greater concentrations of poverty. There are explicit processes for approvals and renewals and one charter school has been closed for failure on academic grounds. Academic standards and curriculum plans are assessed in consideration of initial charter approvals (Appendix F2-2). (8/8) iii. The NM funding formula for charters ties state support to a fixed percent of the state norm with 2 percent going to the district for administrative support. This is small proportion of the total state norm but this form of withholding could be replaced with a fee for service approach with all monies going to the school. (7/8) iv. Charters also get lease payments, access to bond facilities for capital works. (8/8) v. NM "enables LEAs to operate alternative innovative or autonomous public schools. (8/8)</p>		
<b>(F)(3) Demonstrating other significant reform conditions</b>	<b>5</b>	<b>3</b>
<p><b>(F)(3) Reviewer Comments:</b></p> <p>As noted in A2 NM realigned its machinery of government to give greater prominence to education reform some years ago. More recently it has linked education to the broader economic reforms to combat the recession and underpin increased competitiveness. These actions plus the sustained program of legislative acts and programs demonstrate the States commitment in this area.</p>		
<b>Total</b>	<b>55</b>	<b>43</b>

## Competitive Preference Priority 2: Emphasis on STEM

	<b>Available</b>	<b>Tier 1</b>
<b>Competitive Preference Priority 2: Emphasis on STEM</b>	<b>15</b>	<b>15</b>
<p><b>Competitive Reviewer Comments:</b></p> <p>NM includes a succinct statement of its plan to emphasise STEM - addressing teacher quality, curriculum standards, advanced studies for sub groups and a public awareness campaign and these are supported by a solid budget plan. There are numerous points in the general narrative- B2 &amp; B3 for example where STEM activities are included in a sensible and constructive manner suggesting that the State has a strong commitment to this area</p>		
<b>Total</b>	<b>15</b>	<b>15</b>

## Absolute Priority - Comprehensive Approach to Education Reform

	<b>Available</b>	<b>Tier 1</b>
<b>Absolute Priority - Comprehensive Approach to Education Reform</b>		<b>No</b>
<p><b>Absolute Reviewer Comments:</b></p> <p>There are parts of the NM proposal that are strong and build on the work of the last decade- the good administrative leadership and the alignment with broader economic reform for example. LEA</p>		

participation is solid and targeted at low income areas. The proposals for dealing with low performing schools are well devised but the targets are lacking ambition. There are market barriers to charters and while they have not been triggered this could be because they have suppressed demand. Technology is prominent in many parts of the plan which is positive but sometimes more attention need to be placed on the roll out and capability building activities that will be needed to make sure the technology is used productively. This is underscored by the weakness of the professional development section. Two areas where more attention is need -- or more clarity -is the state's attitude to using student performance growth measures as a significant factor in personnel decisions and the state financing formula. The first is at best understated in the plan and the second is unexplored to the point where the narrative is non responsive to the item. The lasting impression is that the state plan is tentative about committing to action -- many areas are left for exploration by a task force and subsequent decision making by a diffuse set of state actors and agencies. While this has an air of real politicks and the "art of the possible" approach to reform it is essentially passive and lacking leadership. This plus some gaps in coverage, which belie coherence, mean that the proposal falls short of displaying a commitment to comprehensive reform.

Total		0
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Grand Total	500	307
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